



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

# Head Start A to Z Self-Assessment





THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

# *Nifty Notes*



# Outcomes

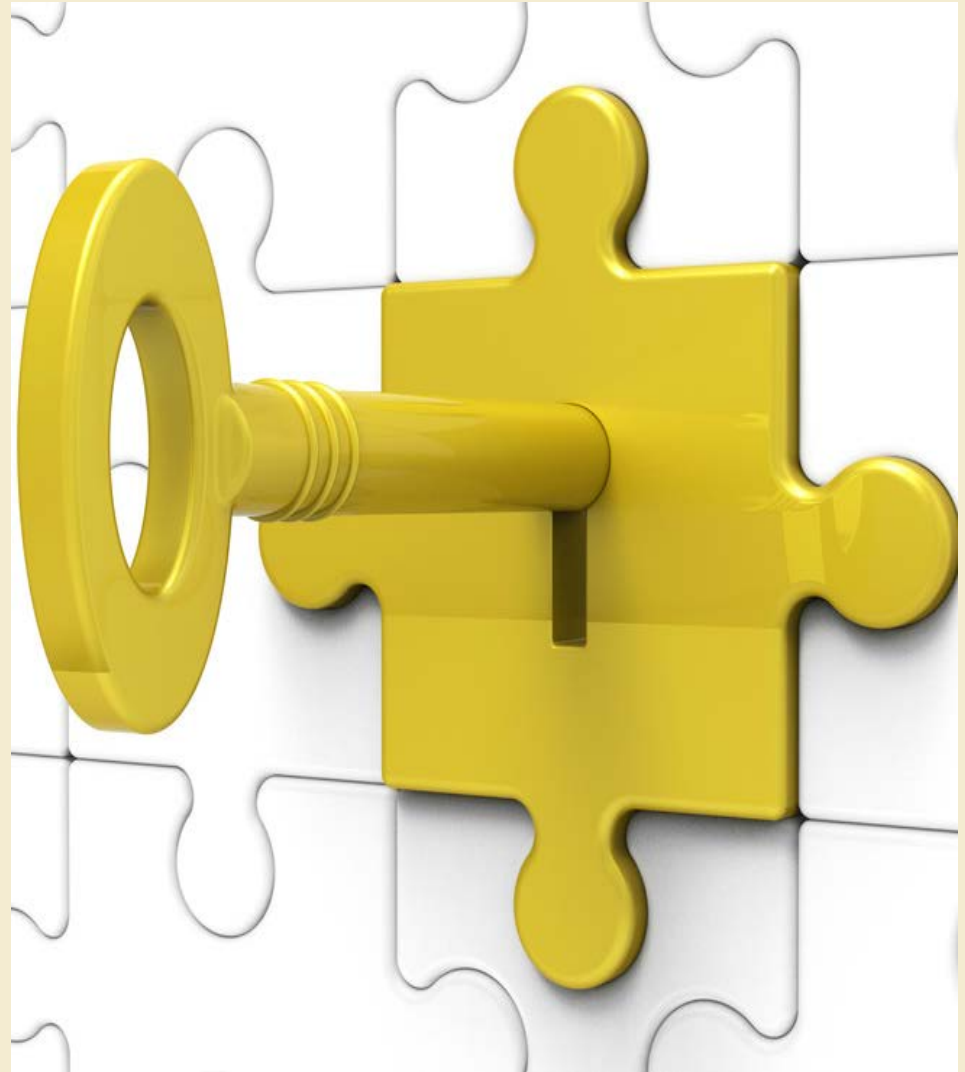
- Recognize the importance of the Self-Assessment process
- Use a strength-based model to assess progress towards goals, objectives, and expected outcomes
- Understand how to use the Self-Assessment report as a source of vital data for the planning process

# Key Message 1



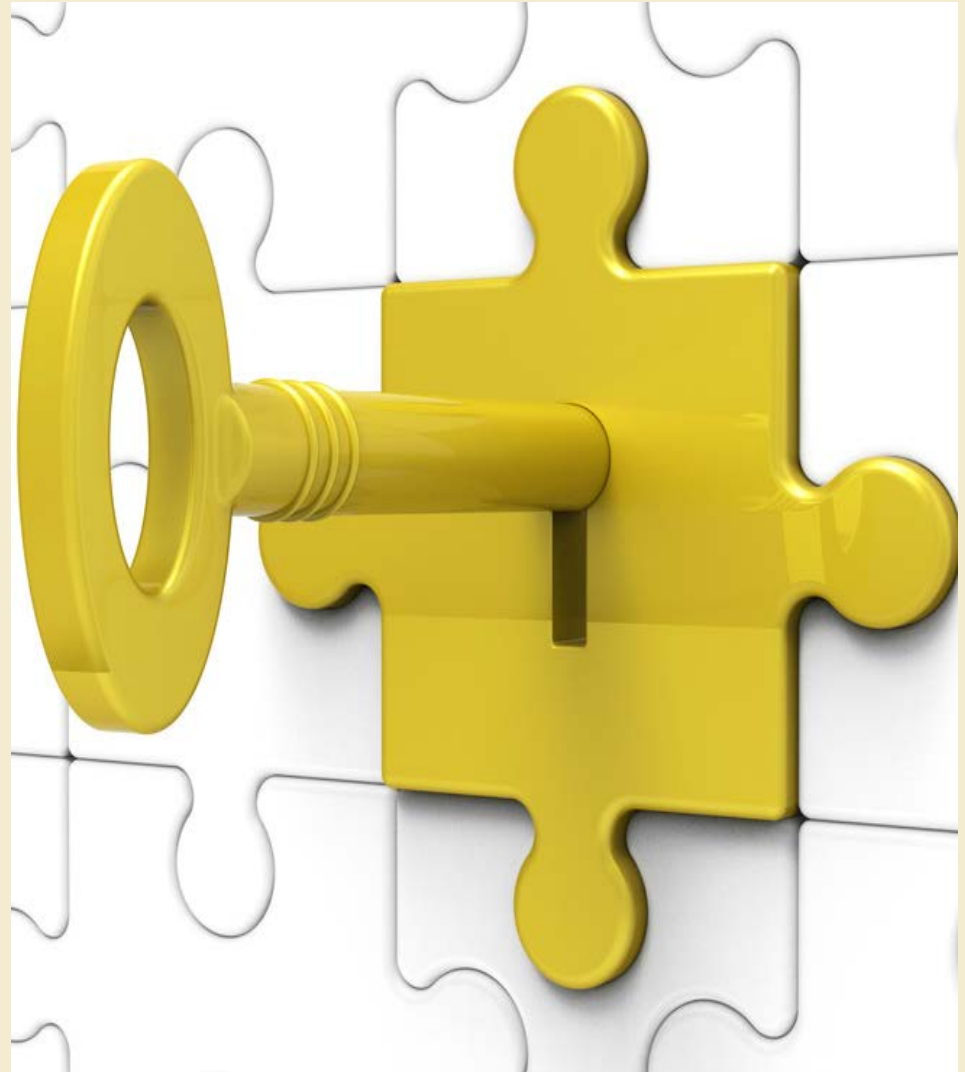
THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

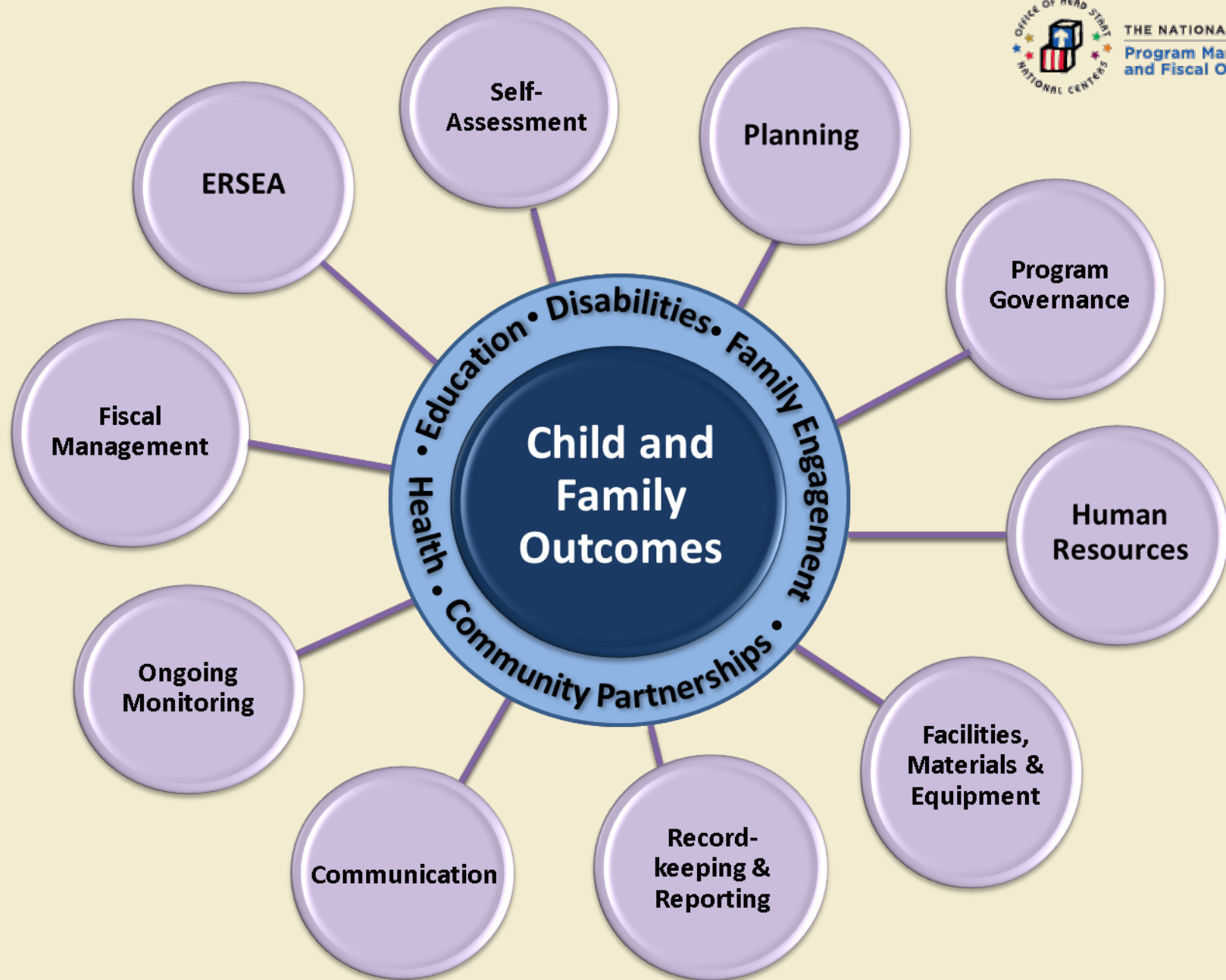
Systems-thinking provides a fresh perspective and a big-picture lens that taps into a higher level of analyzing, problem solving, and strategizing.



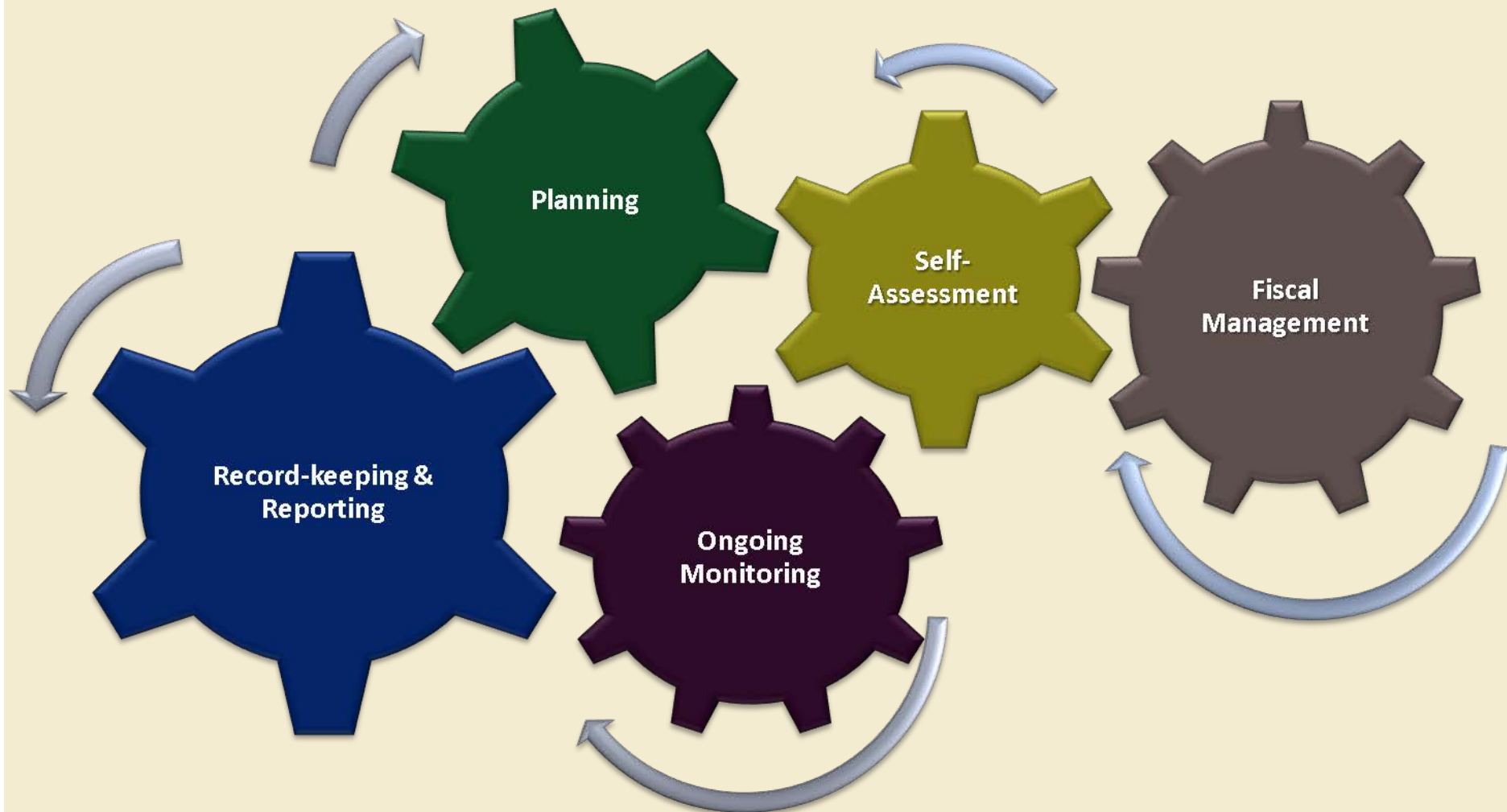
## Key Message 2

Change requires positive action and buy-in from all levels of the organization.





# Systems Are Linked





# Systems Are Linked





# TRUTH or MYTH?

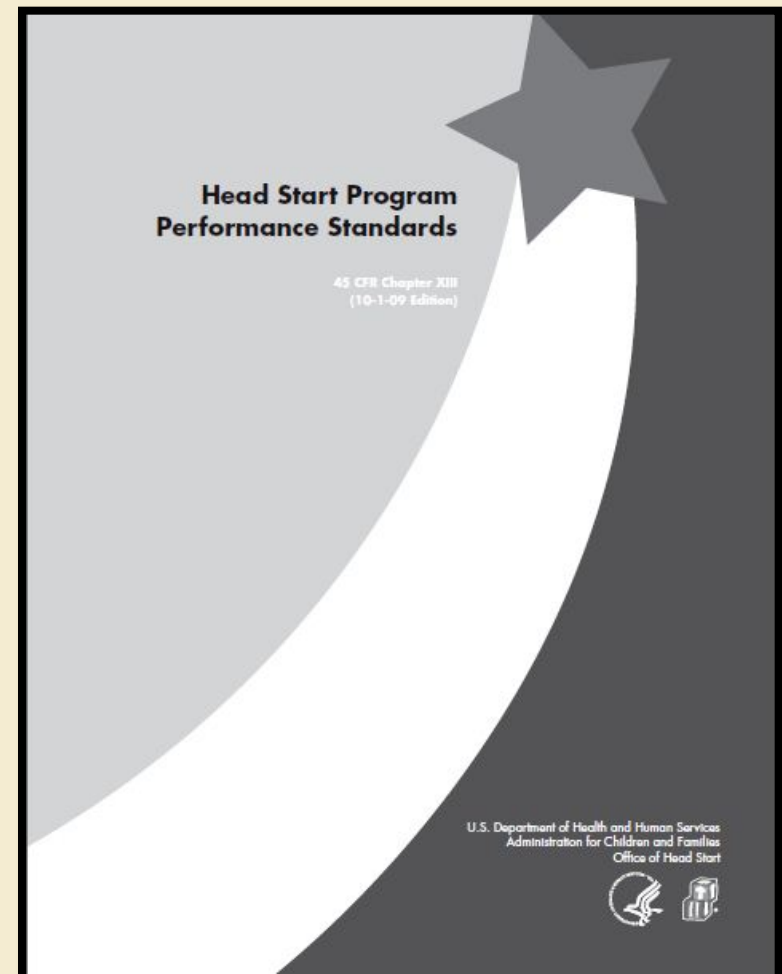
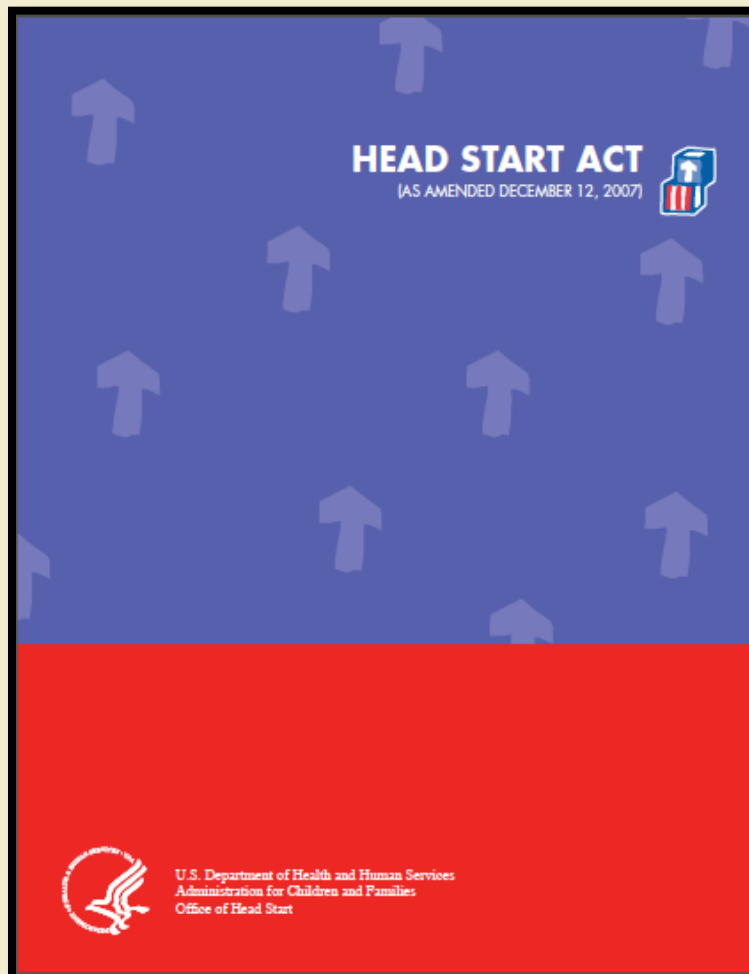






THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

# The Act and the HSPPS



# Recommended Practices for Self-Assessment



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

*What?*

A process for reviewing progress on goals and objectives, being accountable for what you proposed in your application, and determining if resources are used effectively

*Why?*

Leverage strengths and look for areas of improvement and innovation

*Who?*

Program staff, parents, Policy Council, governing body/Tribal Council, outside-the-program community leaders, content experts, and other interested people

*When?*

Annually

*How?*

Follow the five-phase Self-Assessment process

# Jigsaw Reading



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

- Count off by 4's.
- Read your section.
- Make notations on the reading:
  - + = Something I learned
  - \* = Something I need to know more about
- Report back to your table group on your section.

# Benefits of Self-Assessment

- Help see the big picture
- Bring fresh perspective
- Understand the possibilities and challenges that the program faces
- Cultivate new ideas
- Build stronger community partnerships
- Maximize use of existing resources





# The Role Data Plays in Self-Assessment



# How Data Links OGM, Self-Assessment, and Planning



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

Data

## Ongoing Monitoring

- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals and objectives)
- Review and analyze data with managers
- Determine new data measures
- Verify accuracy of and summarize OGM data for review by SA team

## Self-Assessment

- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

## Program Planning

- Review and analyze community assessment and other relevant data
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, governing body, and Policy Council

Data



# Phases of Self-Assessment



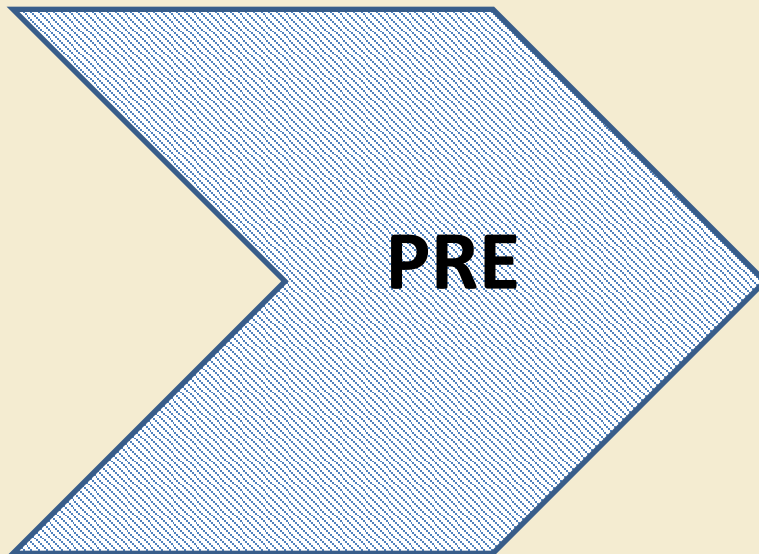
THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations



# Prior to Self-Assessment

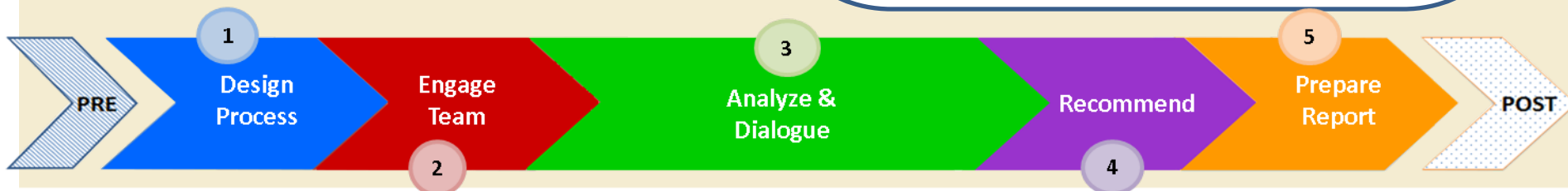


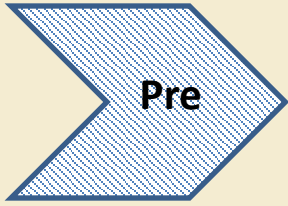
THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations



## ***Director & Management Team***

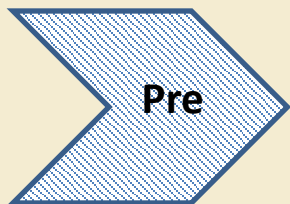
- Ask important questions about the data they have collected thus far
- Prioritize areas for investigation
- Create summaries of the data related to areas of focus





# Preparation Questions

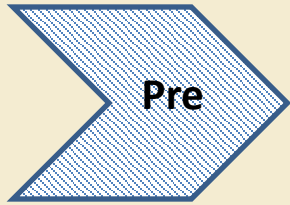
- Is our data complete, accurate, and up to date?
- What do the data tell us?
- What data are important, given our goals and objectives?
- What do we want to know?
- How will we summarize existing data and prioritize?



# Summary of Ongoing Monitoring Results

Name of program: _____		Quarterly ____ Annual ____	Date: _____
Area Monitored	What was monitored? (What data sources were reviewed?)	What Strengths did you find?	What Areas of Concern did you find?
Program Governance/ Leadership			
Management Systems			
Fiscal			
Environmental Health & Safety			

Comprehensive Services			



# Progress on Goals and Objectives: Quarterly and Annual Summary



## Summary of Progress on Goals and Objectives

Program Name: \_\_\_\_\_

Goal

Objective(s)

Expected Outcome(s)

Quarter 1: Date \_\_\_\_\_

What data did you look at to determine progress? When did you review the data? How frequently?

Describe your progress

Describe issues to track

# What to Elevate in Self-Assessment

Systemic

## Data to take into Self-Assessment:

*Data: Time between issue reported and issue repaired*

*Data: Bus arrival times and child outcomes across program*

*Data: Emergency preparedness procedures and safety findings*

## Questions for the Self-Assessment team:

*"Moving forward, how can our maintenance systems be more responsive?"*

*"How can we ensure children are getting to school on time?"*

*"How can we be best prepared for emergencies?"*

## Systemic—Ongoing monitoring issues:

*"75% of the classrooms need to be painted."*

*"Busses are 5–15 minutes late on regular basis."*

*"Offsite evacuation location is no longer available."*

## Not systemic:

*"Leaky faucet in the green room."*

*"One bus is 5–15 minutes late on regular basis."*

*"No bandages in Center 3's first aid kits."*

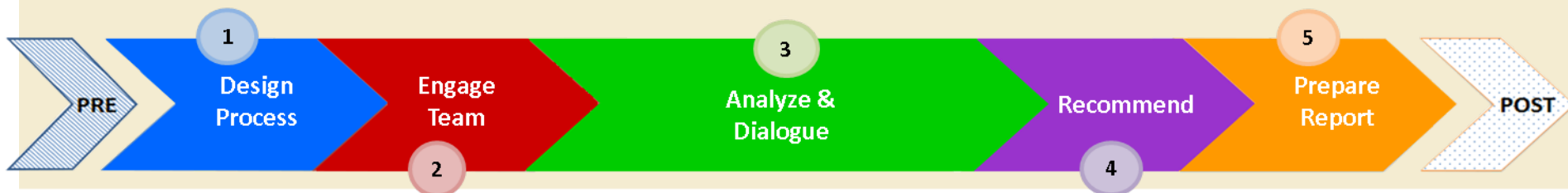
# Design Process



## Design Process

### ***Director & Management Team***

- Develop plan for Self-Assessment
- Identify and invite internal and external team members
- Consult with Policy Council and governing body/Tribal Council and seek approval of SA plan



# Develop a Plan

- Create a timeline.
- Know what data you are bringing forward.
- Ensure data is summarized accurately and completely.
- Identify topics for focus.
- Determine need for “subgroups.”
- Create and practice your **elevator speech!**



# Create an Elevator Speech

## Three key aspects:

- 1) Brief overview of the SA process
- 2) Personalization: why would we like you to join us?
- 3) Clear next steps delivered with enthusiasm!



**Design  
Process**

# Invite the SA Team



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

**Professional  
roles**

**Understanding  
of your  
program**



**Expertise**

**Perspectives**

# Activity: Choosing a Team



# Engage the Team



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations



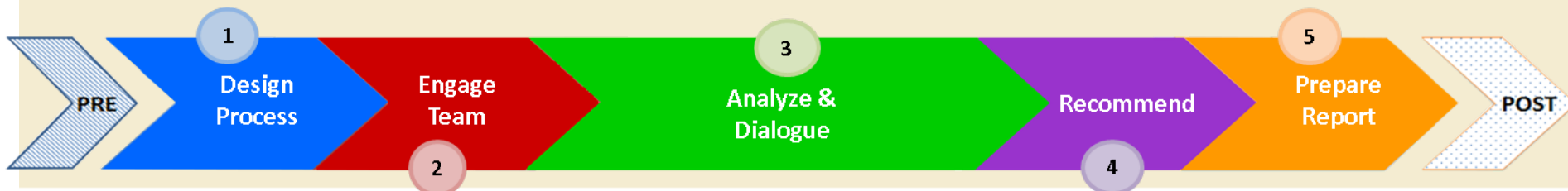
## Engage Team

### *Director & Management Team*

- Orient SA team members
- Share the SA plan
- Share ongoing monitoring, last year's SA report, and other data

### *SA Team*

- Form subgroups and begin process



# Orient the Team

- Present the overall Self-Assessment plan.
- Identify subgroups and areas of focus.
- Share ongoing monitoring results related to areas of focus.
- Present last year's SA report.
- Ensure roles and responsibilities are clear.

## **Useful resource for directors:**

Self-Assessment Team Orientation PPT—  
Let's briefly explore!

**Engage  
Team**

# Reflect on the Orientation PPT

- How would you use it?
- Are there things you would add?





Engage  
Team

# Leading From Strengths



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations



Professor Ronald Fry, Case Western Reserve University



# Why Strengths-based?


- Leverage progress on goals and objectives.
- Learn from what is going well.
- Lead to “innovations.”
- Improve outcomes for children and families.







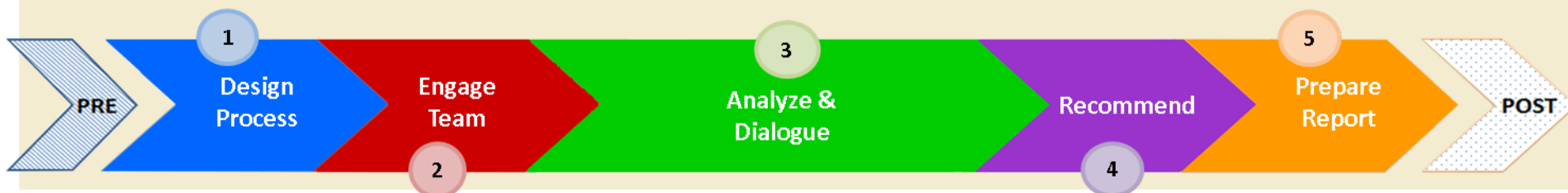
# Analyze and Dialogue



## Analyze & Dialogue

### ***SA Team or subgroups***

- Explore systemic issues
- Review and analyze data and seek additional data, as needed
- Engage in dialogue using probing questions
- Examine progress on goals and objectives
- Formulate discoveries



# Types of Head Start Data

(just to name a few)

- PIR
- ERSEA
- Attendance
- Community assessment
- Ongoing monitoring
- Child outcomes
- Family engagement
- Health, mental health, and nutrition
- Transportation, fiscal, and facilities



# Dialogue with Team

- Establish ground rules
- Hear everyone's voice
- Stay focused on the big picture
- Help the team get “unstuck”



# Fire and Wheel



<https://www.youtube.com/watch?v=aOtgnc8BER4&list=PLGtDgtrNcR8hOmAEoLuAA9zH-1mYRRmkp>

# Being a Good Team Member

## Six Useful Tips . . .

- 1) Keeping a strengths-based approach
- 2) Letting go of control
- 3) Including all team members
- 4) Using multiple strategies to engage team
- 5) Keeping the dialogue flowing
- 6) Focusing on the “big picture” over details

# Keep the Conversation Rolling . . .

## Activity Instructions:

- 1) Stand up and find a partner.
- 2) On the next slide, one partner reads Partner A aloud. Then the other reads Partner B aloud.
- 3) Have a short discussion about which statement works better. You don't have to agree!
- 4) At the signal, switch and find a new partner and continue with the five remaining slides.

# #1 Be Strength-Based



A) “We’ve made a lot of progress on goals so far. And with your help, we will continue to grow and thrive!”

B) “We have a long way to go and some issues to discuss. With your help, we can get through some of our difficulties and thrive!”

## #2 Let Go of Control



A) Thought bubble: “I don’t think the team needs to know about this. I’m working on this problem already, and I don’t want them getting bogged down in it.”

B) “Here is an issue I have been working on and wondering about. What do you think?”



## #3 Include Everyone



A) “Let’s do a round robin to make sure we hear from all team members.”

B) “We’ve heard from almost everyone here. Let’s move on.”

## #4 Use Multiple Strategies to Engage



**A) “Feel free to join in the conversation whenever you have something to add!”**

**B) “Let’s break into smaller groups for a bit.”**

## #5 Keep the Dialogue Flowing



A) “That’s interesting. I wonder if you can talk more about that idea.”

B) “That’s interesting. Who else has an idea?”

## #6 Focus on the Big Picture

A) “What patterns do we notice about staff turnover from review of the quarterly reports and annual summary?”

B) “Why do you think Mrs. Hubert left our program?”

## Analyze & Dialogue

# Asking the Right Questions SA

### Lead with strengths

Where do the data say that your program has been particularly successful?

What is the story behind the success?

### Analyze data through dialogue

What patterns or trends do you see over time?

How has the program made progress on its goals and objectives?

How are we doing on our most important measures?

What is the impact?

How else can we look at this?

### Identify the challenges

Where did we fall short of our expectations?

Why did we fail to make progress?

What aspects of “what is working” can be used to find a solution?

### Imagine possibilities

What limitations are we placing on our thinking?

How can we go beyond what we first thought?

Where can we innovate?

What will success look like?

### Formulate discoveries

What did your analysis lead you to find?

How do your discoveries relate to the program’s goals and objectives?

What connections did you find among discoveries?

# Recommend



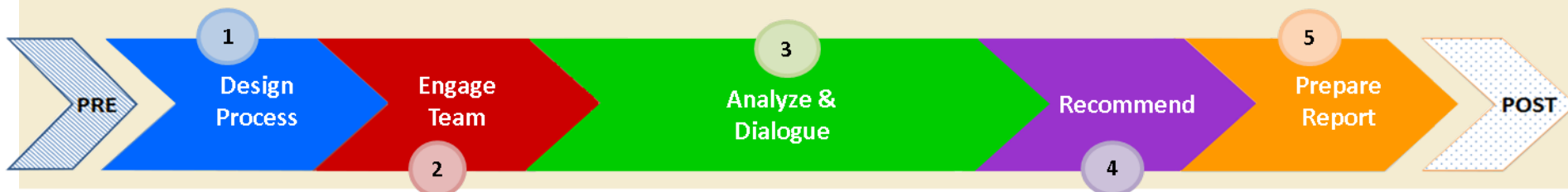
THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations



Recommend

## ***SA Team***

- Consolidate discoveries across teams
- Prepares final recommendations to inform program planning
- Provides feedback on the SA process for next year's SA



Recommend

# Reminders to SA Team for Formulating Recommendations



- Focus on suggestions versus solutions
- Stay focused on systems versus the details
- Categorize based on:
  - progress on goals and objectives
  - systemic issues
  - innovations and new resources



**Discovery**  
60% of fire drills  
this year took  
longer than last  
year.

**Discovery**  
Fire drill  
procedures are  
out of date.

**Discovery**  
Of new staff, 50%  
have not been  
trained on  
evacuation  
procedures.

**Group  
Discoveries  
into  
Category**  
Health and Safety

**Key Insight(s)**  
Policies and procedures  
related to fire safety are  
not up to date/code.

**Do these recommendations relate to . . .**

Progress on goals and objectives?

Systemic issues?

Innovations?

**Recommendations**  
Update all evacuation  
policies and procedures.  
Ensure that all staff receive  
training.





## Recommend

**Discovery**  
Last year, 75% of EHS/HS families reported they had never visited the local library.

**Discovery**  
60% of Parents report they are not reading to their children at home.

**Discovery**  
For second year in a row, the local newspaper listed the library as one of the top 5 community resources.

Group Discoveries into Category

School Readiness

## Key Insight(s)

We value literacy in Head Start and know how important it is to have families reading with their children.

## Recommendations

Develop a Ready-to-Read Initiative to bring more books into homes.

Partner with a local library system.

Do these recommendations relate to . . .

Progress on goals and objectives?

Systemic issues?

Innovations?



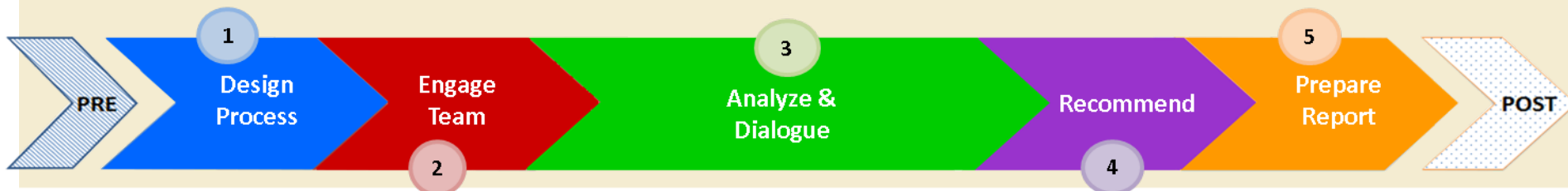
# Prepare Report



Prepare  
Report

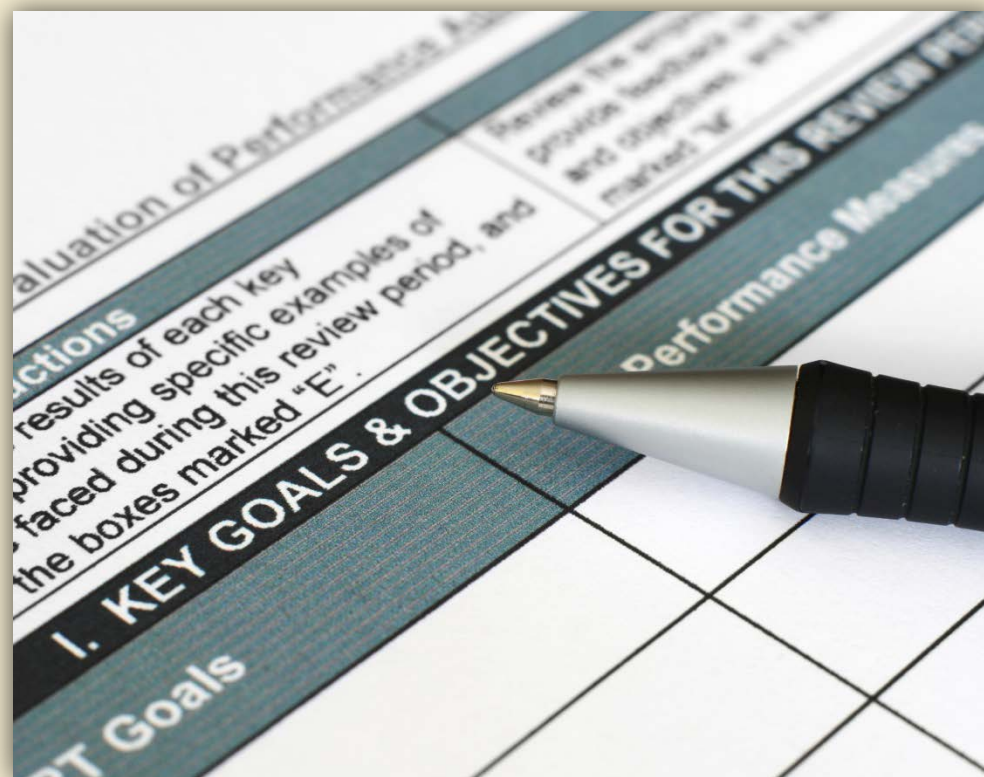
## *Director*

- Prepare SA report
- Submit report to Policy Council and governing body/Tribal Council for approval
- Submit approved report to Regional Office



# Elements of SA Report

- Introduction
- Methodology
- Key Insights
- Recommendations



# How Is the Self-Assessment Report Used?

- Director creates final report from recommendations.
- Policy Council and governing body/Tribal Council approve the report.
- Director submits report to Regional Office.
- Planning team uses report in future planning and goal setting.

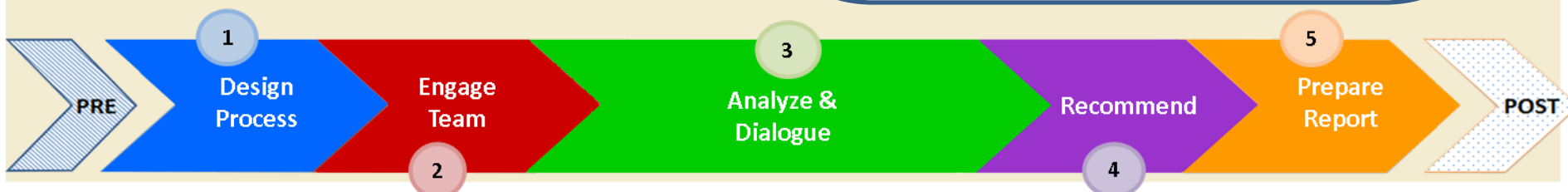
# After Self-Assessment



**POST**

## ***Program Leadership***

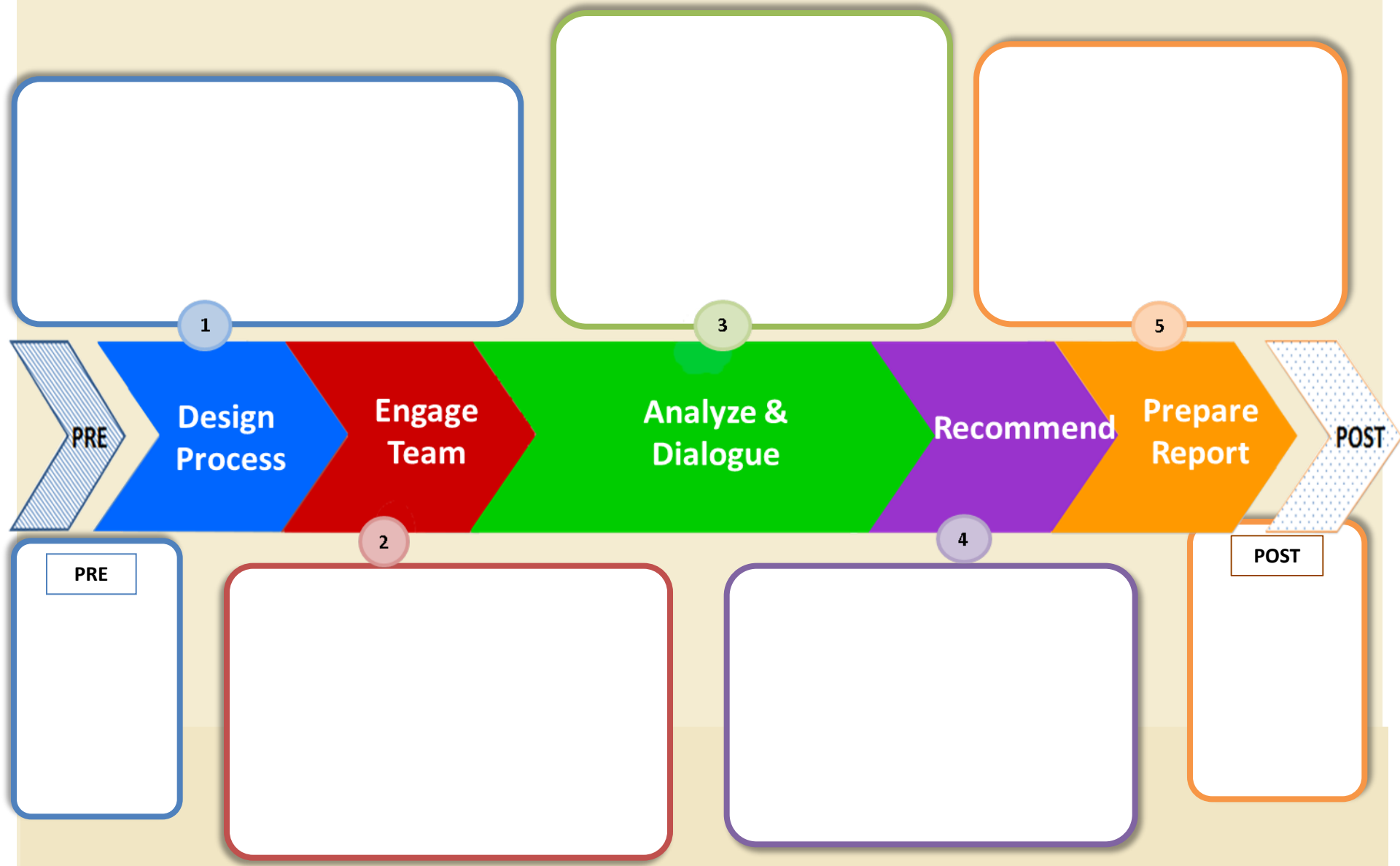
- Review feedback from this year's SA team to help plan for next year
- Use SA report recommendations to confirm or revise program goals and objectives
- Add to or revise annual action plans, as necessary
- Communicate SA insights to staff and other stakeholders



# Who's Role it is it Anyway?



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations



# The Self-Assessment Process



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

## **Director & Management Team**

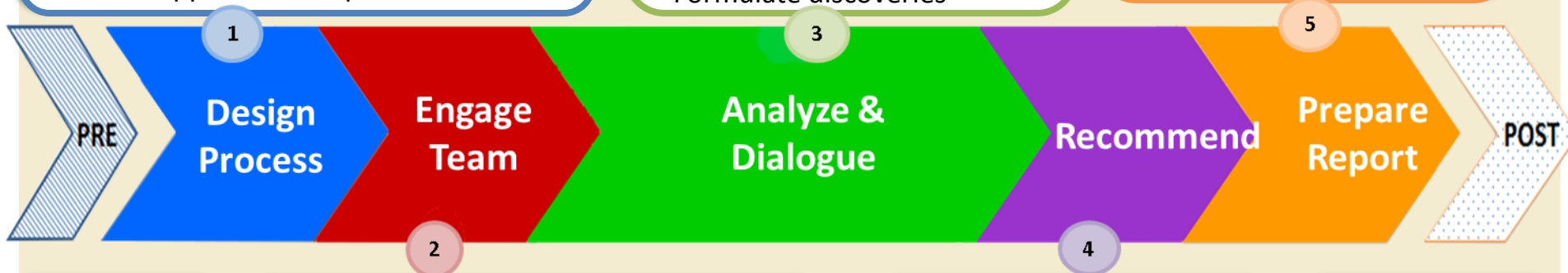
- Develop plan for Self-Assessment
- Identify and invite internal and external team members
- Consult with Policy Council and governing body/Tribal Council and seek approval of SA plan

## **SA Team or sub-groups**

- Explore systemic issues
- Review and analyze data and seek additional, as needed
- Engage in dialogue using probing questions
- Examine progress on goals & objectives
- Formulate discoveries

## **Director**

- Prepare SA report
- Submit report to Policy Council and governing body/Tribal Council for approval
- Submit approved report to Regional Office



## **Director & Management Team**

- Discuss data and areas for focus
- Prioritize topics
- Summarize and prepare data

## **Director & Management Team**

- Orient SA team members
- Share the SA plan
- Share OGM, last year's SA report, and other data

## **SA Team**

- Form team(s) & begin process
- Identify other team members, as needed

## **SA Team**

- Consolidate discoveries across teams
- Prepare final recommendations to inform program planning
- Provide feedback on the SA process for next year's SA

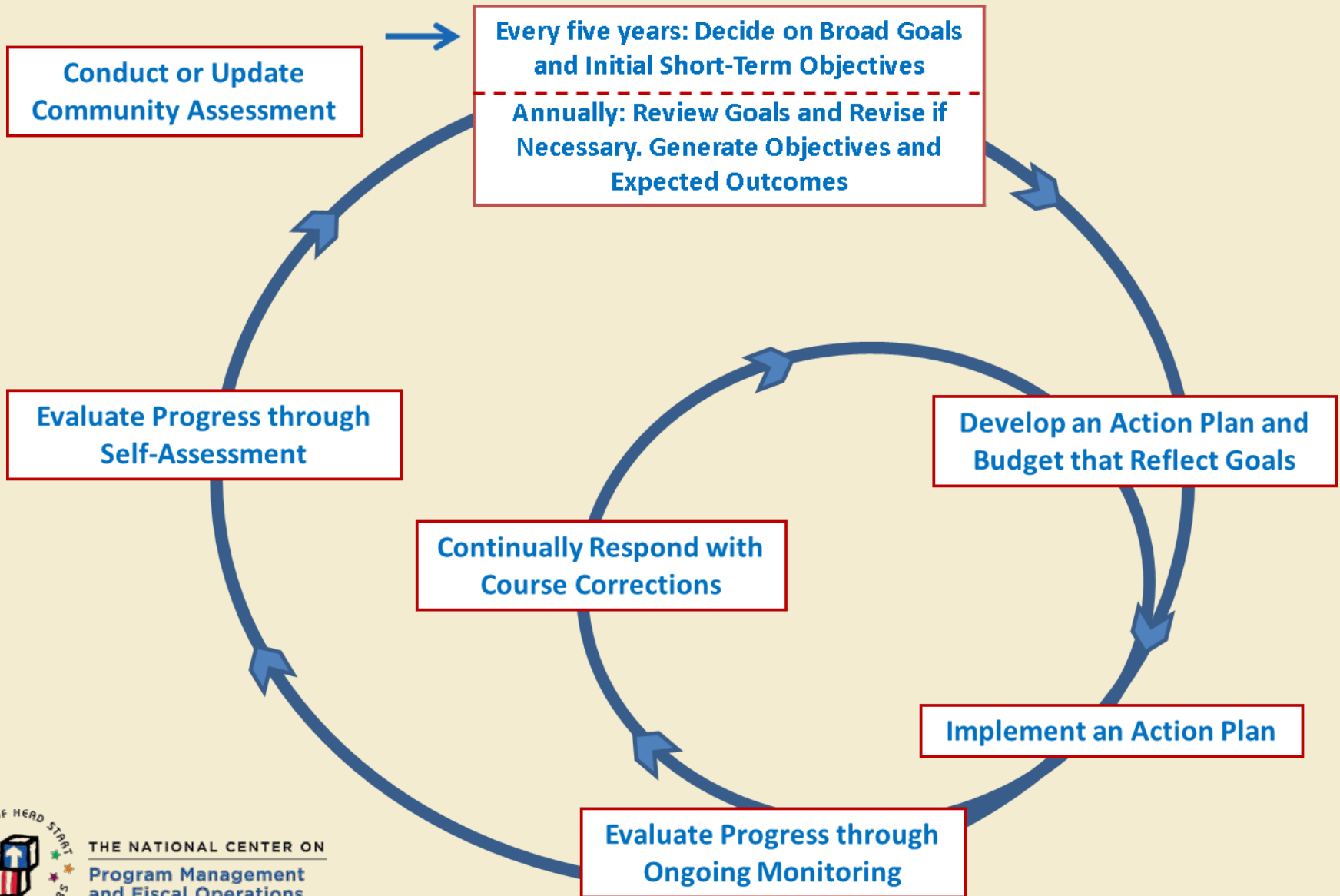
## **Director & Management Team**

- Review feedback to plan for next SA
- Confirm/revise goals & action plans
- Share with stakeholders

# Program Planning Cycle



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations



# TRUTH or MYTH?



# Key Points: Self-Assessment

- ✓ Focus on strengths
- ✓ Note the differences between OGM and SA
- ✓ Stress data transfer rather than data collection
- ✓ Look at data in different ways
- ✓ Dialogue—Ask the right questions in SA
- ✓ Prioritize recommendations to lead to program planning decisions



*Questions*



# Thank you!

[PMFOinfo@edc.org](mailto:PMFOinfo@edc.org)

**1.855.PMFOOHS  
(1.855.763.6647)**

This product was prepared under Grant #90HC0006 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Program Management and Fiscal Operations.